



St Edmund's College
EXCELLENCE IN SPECIAL EDUCATION



ANNUAL REPORT 2018

Inspiring Independence, Transforming Lives

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ST EDMUND'S COLLEGE ANNUAL REPORT 2018

INTRODUCTORY STATEMENT

ST EDMUND'S COLLEGE VISION STATEMENT

Our vision is to enrich the hearts and minds of young people with special needs for active participation in their community.

ST EDMUND'S COLLEGE MISSION STATEMENT

Through quality Catholic Education in the Edmund Rice tradition, we transform the whole person through authentic relationships and innovative, educational experiences.

ST EDMUND'S COLLEGE VALUES

The values held by the St Edmund's College community are based in Gospel values where Jesus Christ is the cornerstone of a full Christian life. It is through innovative learning and teaching that we aim to nurture these values. They are founded in the Charter for Catholic Schools in the Edmund Rice tradition of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.

Faith	We strive to liberate our community to be faithful to the Catholic tradition while respecting the fundamental religious diversity of all people.
Joy	We strive to enhance our students' and families' wellbeing through fostering a deep sense of belonging, happiness and celebration in their journey to experience life in its fullness.
Relationships	Our community is committed to developing strong relationships with one another. We aim to promote respect for the dignity of each person within the context of participation, integrity and the promotion of wellbeing.
Community	We serve our families and the broader community by reaching out to others and nurturing respectful relationships, honouring independence while contributing to the unfolding of our students' inspiring stories.

ACKNOWLEDGEMENT OF TRADITIONAL CUSTODIANS

St Edmund's College acknowledges that we stand on the traditional lands of the Kuringai people, the original custodians of the land. In keeping with the spirit of reconciliation, St Edmund's College pays respect to Elders past, present and emerging. We acknowledge and embrace the spiritual and cultural values and resources connected to this land.

St Edmund's College is committed to the process of reconciliation and to fostering and maintaining active partnership with Aboriginal communities, in recognizing Aboriginal people as the custodians of this land and ensuring that respect for Aboriginal cultures is promoted in all College activities.

COLLEGE PROFILE

St Edmund's College is an independent, secondary, co-educational, Catholic special school registered and accredited (Years 7-12) by the NSW Education Standards Authority (NESA). The school is not incorporated but derives its civil and canonical status from being owned and operated by the Trustees of Edmund Rice Education Australia (EREA).

The Christian Brothers commenced St Edmund's School for blind boys in February 1951 on the invitation of the then Archbishop of Sydney, Cardinal Gilroy and the Society of St Vincent de Paul.

A two-storey home, set on spacious grounds in the beautiful garden suburb of Wahroonga was purchased for 11,750 pounds. The top floor of the house became dormitory accommodation for students, rooms for the Brothers and a chapel. The lower floor was used as classrooms, dining and recreation rooms, a kitchen and a lounge. There was a double door garage and an out-house with laundry, storage, coal and tool rooms. The School began with an enrolment of nine students. In the early years, boys attended St Edmund's from Brisbane and Melbourne, as well as from Sydney and New South Wales country areas.

Over the years the School's enrolment has changed, broadening to include students, both male and female, who have sensory impairments other than vision, as well as students with other special needs including intellectual disability in the mild to moderate range and Autism. The basic philosophy is focused on meeting the individual needs of each student, helping them to develop skills that enable them to take their rightful place in society.

In 2015 St Edmund's changed its name from St Edmund's School to St Edmund's College and now has an enrolment of over 127 students.

In 2018 there were 22.9 full time equivalent (FTE) members of staff – 21.9 FTE members of the teaching staff and 22.5 FTE members of the support staff. The Principal and the College Executive are responsible for the operational management of the College.

ABOUT THIS REPORT

St Edmund's College is registered by the NSW Education Standards Authority (NESA) and managed by Edmund Rice Education Australia (EREA) the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the College community with fair, reliable and objective information about the College performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the College community during the year.

Accordingly, the Report demonstrates accountability to regulatory bodies, the College community and EREA. This Report complements and is supplementary to the fortnightly newsletter, Annual Yearbook and other regular communications. The Report will be available on the College website by 30 June 2019 following its submission to the NSW Education Standards Authority (NESA) and EREA.

Further information about the College or this report may be obtained by contacting the College on (02) 9487 1044 or by visiting the website at www.stedmunds.nsw.edu.au

PRINCIPAL'S MESSAGE - MR JON FRANZIN

The *Charter for Catholic Schools in the Edmund Rice Tradition* describes our distinct identity at St Edmund's College and provides a practical expression of this identity and is crucial in our decision making, planning and all that we do as a school. The Charter uses four touchstones to describe the culture of an authentic Catholic school in the Edmund Rice tradition. At St Edmund's College these four touchstones are reflected in a myriad of ways and are at the heart of our work at the college.

The touchstone *Inclusive Community* comes to mind when I reflect back on the year and is frequently observed and admired by those who visit St Edmund's. St Edmund's College truly is a community which is accepting and welcoming of those from different backgrounds, cultures and abilities and is based on fostering right relationships and committed to the common good and this is reflected in our daily interactions with one another.

This year many of our celebrations, activities and programs have all set about trying to engage all students in the life of the college. Edmund Rice day was a particular highlight this year and demonstrated the willingness of staff and students to come together for a common purpose and celebrate the life and work of our founder Blessed Edmund Rice. The way in which the staff and students engaged in the day was wonderful and demonstrated what a special community we have at St Edmund's.

We were also very excited to officially open and bless the Mary Rice Food Technology Centre and utilise this wonderful facility to ensure that our students are able to develop some necessary skills and knowledge for life beyond school. Students are now able to pursue a nationally recognised certificate in Food & Beverage Certificate I & II and obtain valuable work experience in the community as part of the course requirements. I take this opportunity to thank Mrs. Cherie Pisani and Mr. Brendon Elcoate for their drive and determination to ensure that this course was available to our students in 2018 and of course to our Eddie's Mates who so generously gave of their time to assist with the fundraising efforts for this wonderful learning space.

The College Strategic Plan continues to play an important role in focusing our attention on those areas identified by the community as important in advancing the needs of our school. In particular, the College Master Planning process has supported our endeavours to ensure that we provide the best educational facilities to our staff and students. The news that St Edmund's will be the recipient of Federal Funding to make these plans a reality was very well received by the community and further work in this area will allow us to build an educational facility that is truly a liberating education for our students. It is hoped that we can commence construction of these new facilities in 2019 to support our educational goals now and into the future.

In a special way I express my thanks to the members of the Parents and Friends Committee, the College Board, including our sub committees in Finance, Building and Marketing and Communications and the Eddie's Mates and the countless other supporter groups within our St Edmund's College family. Your passions and dedication to the College, your willingness to roll up your sleeves and get things done is deeply appreciated and will never be forgotten

Finally, I wish to express my thanks to the College Board for their wisdom and advice throughout the year. In particular, on your behalf, I express my gratitude and admiration to the Board Chair, Mr. John O'Donnell, who finished up at the end of the year. His strength and determination to advance our College has been greatly appreciated and will be sorely missed.

We thank God for the many blessings on our community and offer gratitude for all that has been achieved.

Jon Franzin
Principal

EREA EXECUTIVE DIRECTOR REPORT

Dear Friends,

At the very beginning of our national EREA Congress this year, I heard a clarion call from the student voices for us to articulate for them what we believe constitutes a good, a well lived and a meaningful life; and what we as their educators will offer them to help navigate a complex and uncertain future. So, what do we believe is important and what do we commit to as Catholic education in the tradition of Edmund Rice?

We want the young to be happy. However, we want them to know that lasting happiness and inner peace arise from living in accord with purpose and from living every minute with love, grace and gratitude; lives of decency, kindness and service and authenticity consistent with their inner moral compass. We believe in education which stresses that happiness cannot be purchased, travelled to, accumulated, worn or consumed. We hope to awaken in the young the desire to experience the Divine in their lives. We don't want them to cast off their religious formation when they leave our schools, in the same way that they will cast off their school uniforms. We teach that every human being is connected since we are all daughters and sons of God. We want the young to know that, if we live in awareness of our oneness with God, we will be compassionate and loving because this is the very essence of the Divine and it will shine through us.

As a Christian community, we hope that our young will find great inspiration and guidance from the experience of Jesus. Jesus who lived his humanity so completely, so lovingly and so selflessly, that he revealed the very essence we call God. We commit to education that helps the young to become co-creators of their world. Education that encourages the cultivation of an inner life and generates autonomy from the demands and promises of our dominant culture. Education that celebrates the good within our culture but also offers alternatives to all that oppresses and enslaves the human spirit.

We commit to education that skills the young to unshackle themselves from unexamined opinions and inherited prejudices and develops capacity to question and make meaning, to contribute and live reflectively and compassionately. An education that encourages a life of equanimity and harmony; independent of the approval or good opinion of others. We will never be truly happy and at peace until we can live independently of the good opinion of others. We commit to education that teaches the young that that the freedom we may enjoy through the good fortune of our birth, is not license to do whatever we want. Rather, it is freedom to do what we must do for the making of a fairer and more just society. An education that not only frees 'from', but also frees 'to and for'; teaching that freedom and service are inextricably linked and with privilege comes social responsibility.

We believe that inclusion and the support of the marginalised and disenfranchised of the world is core to the Gospel and the Christian vision for education. We also recognise that exclusion in its many shapes and forms risks betrayal of the Gospel. We believe that authenticity in Christian education is measured by resolve within the community to build happiness and resilience in students and embrace solidarity with the excluded ones. We believe that, when all is said and done, our mission and purpose is simply to be the loving, compassionate and inclusive face of the Divine to all we meet.

We believe that Christian mission gives priority to those whose humanity, hence, whose capacity to experience God and know Divine love and compassion, is compromised through circumstances of birth or the trajectory of life. As a community, we believe that our response to the plight of those made poor should not be limited to generous acts, but rather, a commitment to advocating for a more just social order for all. We strive ceaselessly to tell the marginalised and the excluded that God loves them and that the Gospel is 'good news' for them as well. As a national community in mission, we accept that our authenticity is rooted in our commitment to these beliefs and commitments. Please pray that this College, and all other Catholic schools in the Edmund Rice tradition will continue to be faithful to this vision and mission.

Wayne Tinsey
Executive Director
Edmund Rice Education Australia

MESSAGE FROM THE CHAIR OF THE BOARD - MR JOHN O'DONNELL

The ERSSES Board continued to be actively involved in the governance of St Edmunds and supported Jon Franzin and his leadership team to deliver against the Strategic and Master Plan initiatives.

The year finished on a strong and positive note, following the earlier Government approval of funds for Phase 1 of building upgrades. The College submission for the grant required significant effort and coordination by the Executive and the result was outstanding. The initial plan to modernise the building along the side from the bus parking area to the gym will require the demolition of the existing building and the creation of new spaces, significantly more conducive to supporting teaching and learning (STCA).

The good work completed over the past couple of years by Jon Franzin and his Executive is coming together nicely to allow EREA to continue to provide better facilities and services for our students.

To achieve these significant outcomes across two schools (St Gabriel's School also has significant deliverables in their Master Plan) reflects the significant commitment and expertise of the Executive at both schools. The passion to provide more facilities and services and to support the teaching staff deliver the best they can for the students, is commendable. This is in addition to all the day-to-day work in providing excellent teaching and learning outcomes for our students.

The Board's involvement in assessing these initiatives and supporting the Executive is also very much appreciated. Thank you to all Board members who volunteer their time and continue to be involved and add their expertise to the operational and strategic undertakings at both schools.

And finally, my term on the ERSSES Board finishes at the end of this year. Over the past 8 years I have worked alongside many very committed and talented staff and Board members and have witnessed St Edmunds continue to excel in providing teaching and learning to our students. I hand over the role of Board Chair to David Roffe. David has been involved on the ERSSES Board for 4 years and I wish him and all the Board members the best for the coming years.

John O'Donnell
Board Chair



STUDENT DATA

Year 7	19
Year 8	21
Year 9	22
Year 10	22
Year 11	23
Year 12	20
TOTAL	127

Student data is collected daily. For the Department of Education, Employment and Workplace Relations (DEEWR), Student Attendance Data Collection periods the attendance figures for each year level averaged:

Year	% Attendance
Year 7	94.0
Year 8	93.2
Year 9	87.7
Year 10	91.4
Year 11	93.0
Year 12	95.8

St Edmund's College has a clear policy for dealing and managing student absences. Parents are notified by the College for unexplained absences and these are followed up by Homeroom teachers on the student's return.

Grade	Year start	Year end	Leavers	New enrolments during 2018
7	19	19	0	0
8	21	21	0	0
9	22	22	0	0
10	22	22	0	0
11	23	23	0	0
12	20	20	0	0
Total	127	127	0	0

Overall retention rate for students = 100%

TEACHING STAFF

New staff members are provided with a minimum 12 month induction to assist their transition to the College staff community during their first year. 5 new staff members were inducted into the College during 2018.

2 staff members participated in EREA Galilee formation program and 4 staff members attended the EREA leadership formation programs 'Into the Deep', 'Break Every Yoke' and 'Mt Sinai' throughout the year. 1 staff member attended an EREA Immersion. The Principal attended the EREA National Principals' Conference and the EREA Eastern Region Principals' Network Meetings. The Deputy Principal attended the EREA National Deputy Principals' Conference as well as the EREA Eastern Region Deputy Network meetings. The Business Manager attended the EREA National Business Managers' Conference.

WORKFORCE COMPOSITION

	Number	Full time equivalent
Teachers	27	21.9
Speech & OT Pathologist	2	1.0
Teacher's Aide	17	15.0
Administration	7	4.8
Marketing/Fundraising	1	0.5
Maintenance	3	1.2
Total	57	44.4

In 2018 the number of Aboriginal and/or Torres Strait Islander staff members was 1.

TEACHER QUALIFICATIONS

Qualifications	Number
Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR)	10
Teachers having a bachelor degree from a higher education institution within Australia or as recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	19

TEACHER ACCREDITATION

00 Accreditation Level	Number
Conditional	2
Provisional	0
Proficient Teacher	25
Highly Accomplished Teacher (voluntary)	0
Lead Teacher (voluntary)	0
Total number of teachers	27

TEACHING AND LEARNING

Student outcomes in standardised National literacy and numeracy testing:

NAPLAN TESTING

In 2018, two Year 9 students participated in the NAPLAN testing. Exemption on the basis of disability was granted for the remaining Year 7 and Year 9 students.

COLLEGE BASED LITERACY TESTING

The Literacy teachers and trained teachers' aides undertake literacy assessments under the direction of the English/Literacy Coordinator in collaboration with the College Speech Pathologist. Results from Literacy Assessments guide teaching interventions and direct classroom strategy. Results of assessments are recorded on student Personalised Plans (PP), communicated to parents via PP meetings and in academic Student Reports. Students' individual literacy and language goals are developed with parent/carer involvement during PP meetings.

COLLEGE BASED NUMERACY TESTING

School-based assessments are administered according to the Mathematics KLA Assessment Plan. The Mathematics teachers administer the standardised Nelson Assessment under the direction of the Mathematics Coordinator. Results from the Nelson Assessment and school-based topic assessments guide teaching interventions and direct classroom strategy. Results of assessments are recorded on student Personalised Plans (PP), communicated to parents via PP meetings and in academic Student Reports. Students' individual numeracy goals are developed with parent/carer involvement during PP meetings.

Senior secondary outcomes:

RECORD OF STUDENT ACHIEVEMENT (RoSA)

In 2018, the formal Record of School Achievement credential was awarded by NESA to two students.

HIGHER SCHOOL CERTIFICATE (HSC)

In 2018 all graduating Year 12 students (22 in total) received an HSC testamur and HSC Record of Student Achievement. Students were awarded these on the basis of seven Life Skills courses offered.

SENIOR SECONDARY OUTCOMES

In 2018 twenty-two students graduated from Year 12 (100%). The College offered six Stage 6 Life Skills NESA-Developed courses, one TVET course and five school-developed courses. Thirteen students (59%) completed the Certificate II Skills for Work and Vocational Pathways course at Hornsby TAFE and nine students completed the Stage 6 Agriculture Life Skills course. All students attended Work Experience 3 hours per week for the entire year. All students were successful in gaining School Leavers' Employment Support funding via the NDIS.

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

In 2018, staff held memberships for the following professional associations: the Australian Council for Educational Leadership (ACEL); the Association of Catholic Principals; the Association of Heads of Edmund Rice Schools; Education Services Australia (ESA); Association Catholic Special School Services (ACSSS); Specific Learning Difficulties Association of New South Wales (SPELD); Australia Association of Special Education (AASE); School Nurses Association and Royal Institute for Deaf and Blind Children (RIDBC).

PROFESSIONAL LEARNING

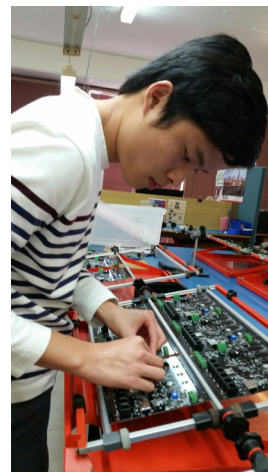
St Edmund's provides a wide range of opportunities for staff to develop their skills and understanding. These opportunities are recorded in the College Professional Learning Plan (PLP).

Professional Development:

Description of the Professional Learning Activity	Number of Teaching Staff
Austswim competitive strokes	1
SPA Conference 2018	1
NESA RoSA & students/schools online training	1
Therapists in Disability, Special Schools Network	1
PBS in the classroom	2
EREA Leadership Workshop	1
AIS Science Conference	2
Doing Schools Differently	2
Turning around Challenging behaviours	1
MAPA foundation training	1
Gathering of dreamers	1
Teaching Scripture Summit	2
NDIS Support for school leavers	1
Giving Feedback in the Workplace	1
AASE Annual Conference	2
Single Touch Payroll Workshop	1
Northern Sydney Expo Chatswood	1
Enhancing the links NDCD	2
Does Special Education have a future - AASE	1
NCCD: Moderation & Support	1
Teaching History through Role play	2
Planning Day Yr 10 Justice & Peace Symposium - St Edwards Gosford	1
Accessible STEM - RIDBC Renwick	1
Making classroom observations and providing feedback - AIS	1
Optimising Impact of classroom Observations - AIS	1
Braille Maths - RIDBC	1
DBB Hospitality Network Meeting	1
Training for Plenary Council	1
EREA Identity Leaders Meeting	1
EREA Formation Into the Deep	2
Giant Steps - Therapists network meeting	1
EREA National Deputy Conference	1
NESA feedback re work education syllabus	1
MCA - Engaging students with a disability workshop	2
Training and Assessment Qualification Upgrade	1
Tutorial for Speech Pathology Masters Students	1
Developing assessment-capable visible learners symposium	2
Music Count Us In Workshop	2
Meet the new Languages Syllabus Online	1
Enhancing Student Wellbeing	2
Preparing for new Languages Syllabus AIS	1
Librarian Network Meeting	1
Technology Mandatory - Ag & Food Tech	1
CSSA k-12 curriculum	1
EREA Identity Leaders Meeting	1
Mount Sinai EREA Formation	1
Research in Educational Care Conference	1

SENIOR WORK EXPERIENCE PROGRAM

The Work Experience program continued to be huge success with our Year 12 students in 2018. Through positive partnerships with our host employers we were able to provide students with authentic work opportunities that enables students to practise generalised skills learnt in the classroom during Years 7-11 - such as self-advocacy, self-determination, problem solving and decision making in different settings with different community members. Students were able finish Year 12 with a greater understanding of life beyond secondary school and draw on their experiences at work to be involved in making decisions about their own future.



YEAR 12 VET HOSPITALITY

The opening of our new Hospitality Commercial Kitchen for trade-based learning in 2018, brought to fruition our twelve Year 11 students accessing the VET Hospitality course and competencies for the inaugural year at St Edmunds.

An exciting time for the College and a valuable opportunity for Year 11 students, allowing them to showcase and expand their capabilities - preparing and serving food and beverages. Students catered for a significant number of in-house St Edmund's functions with great success and began the very popular Hospitality Café serving milkshakes, hot chocolates and their baked wares on a weekly basis.



COLLEGE POLICIES

All Policies are available from St. Edmund's College and may be accessed by contacting the College. St Edmund's policies are reviewed constantly (live) via 'Complispace' an online Compliance and Assurance management system. Implementation of policies and procedures is part of a process involving information sessions, staff training, staff discussion and signing off on major policies and procedures.

CATHOLIC IDENTITY

To provide a curriculum and structure within which students and staff feel valued and supported in their relationships with one another and with God. The Head of Mission and Identity position was established with programs organised to promote Catholic values and formation in the tradition of Blessed Edmund Rice.

The focus is on:

- Staff participation in the three-year plan of overnight retreat style formation programs, where the focus is on their personal journey of faith and how it has led them to work at St Edmund's as a part of the Edmund Rice Education Australia community;
- Formation and reflection days for students in Years 7 – 10 were planned and added to the calendar to be presented to the students in 2019;
- Maintaining and developing community relationships with the local parish, other school communities and Edmund Rice Education Australia;
- Our College Sacramental Program commenced this year with four students from the College participating in the Confirmation and First Eucharist programs celebrated in our College community during Terms 3 and 4. We also welcomed one of our student's siblings who also celebrated the sacraments within our community.



PASTORAL CARE AND WELLBEING

At St Edmund's College, Pastoral Care, Staff and Student Wellbeing are fully integrated throughout the teaching and learning and structural organisation of the College to effectively meet the personal, social, emotional and academic needs of students and staff in a safe and caring environment.

Some Wellbeing programs in 2018 included:

- Year 7-10 Pastoral Care Program designed to reduce bullying through teaching social-emotional wellbeing;
- Increased awareness and education of Cyber Safety with students accessing a range of educational resources to promote safe use of social media (eSafety commissioner);
- SoSAFE to increase students' knowledge about safety in relationships;
- Junior camp (Years 7 and 8) Senior Camp (Years 9 and 10) and Senior Retreat (Years 11 and 12);
- Assemblies and House Meetings, developing leadership opportunities and the recognition of students' achievements;
- Family Fun Day, promoting a day of community;
- Student Council and Student Congress, to encourage leadership opportunities across Years 7-12.



ENROLMENT POLICY AND CHARACTERISTICS OF STUDENT BODY

St Edmund's is a Catholic, secondary, co-educational, independent, special school in the Edmund Rice tradition. It caters for students who have a diagnosed disability which meets the requirement for Government funding. The programs are designed to cater for students with intellectual disabilities in the mild to moderate range, sensory impairment and Autism also in the mild to moderate range. Many students present with more than one disability.

In the education of students with special needs, the criteria used to ascertain the eligibility for services and resources is dependent on a variety of factors. To be deemed eligible for enrolment, the following requirements are mandatory:

All parents and their children must be prepared to support the religious principles and ideals of the College to be considered eligible for enrolment. The student must have an intellectual or sensory disability or a multiple disability/impairment that satisfies the stated requirement of the particular funding category.

- The student must have been formally assessed as having the disability/impairment, by a person with relevant qualifications.
- The specialist's qualifications must be relevant to the particular disability/impairment being assessed.
- The degree of impairment must be sufficient to satisfy the criteria for enrolment in Government special education services or programs in the State or Territory.

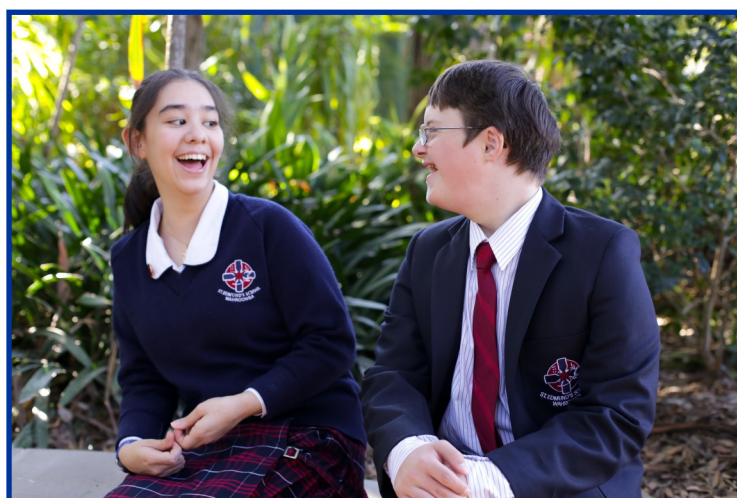
**A full text of the Enrolment Policy is contained at the end of the Report – Attachment 1*



COLLEGE STUDENT ENROLMENTS RANGE OF DISABILITIES

Disability	Total
Moderate Intellectual - Substanital	37
Moderate Intellectual - Extensive	21
Moderate Intellectual and Vision - Substantial	5
Moderate Intellectual and Hearing - Substantial	6
Moderate Intellectual and Vision - Extensive	1
Moderate Intellectual and Hearing—Extensive	4
Moderate Intellectual, Hearing and Vision - Extensive	2
Autism and Mild Intellectual - Substantial	38
Autism and Moderate Intellectual - Extensive	12
Autism, Mild Intellectual, Vision and Hearing—Substantial	1
Total	127

Ages	Boys	Girls	Total
12	6	6	12
13	9	4	13
14	18	7	25
15	12	11	23
16	19	4	23
17	11	5	16
18	10	5	15
19	0	0	0
Total	85	42	127



STUDENT WELFARE, DISCIPLINE AND COMPLAINTS AND GRIEVANCES

ANTI-BULLYING

St Edmund's provides clear policy, procedures and strategies to address bullying behaviours, including cyber bullying, protecting and supporting all parties involved. The Policy identifies and defines bullying. The Procedures and Strategies provide clear instructions for preventing and handling of bullying, all the while keeping in mind the College's Pastoral Care Policy and sharing a responsibility to create a culture of caring which will not tolerate bullying.

COMPLAINTS AND GRIEVANCES

St Edmund's College believes that students and parents should feel free to raise any grievances/complaints they have and have them resolved justly and promptly. St Edmund's College Student Welfare Policies include Complaints and Disputes. Students and parents are encouraged to present any grievances or complaints either formally or informally. College staff treat each grievance/complaint seriously, with dignity and confidentially. The Homeroom Teacher and, if needed, the Executive will be involved in the resolution of the grievance/complaint. The Executive will advise the Principal as required by Policy. Through conciliation, a proposed course of action will be discussed with parties concerned and implemented if agreement is reached.

STUDENT WELFARE

At St Edmund's College student welfare is paramount and puts into practice the mission and vision of Edmund Rice Special Education Services (ERSES). Student Welfare Policies in place at St Edmund's College cover a wide range of areas such as: medication and medical treatment; pastoral care of students; disability services standards; individual needs; decision making and choice; privacy, dignity and confidentiality; Participation and integration; Valued status; Guardianship; Advocacy; duty of care and dignity of risk; behaviour management; positive behaviour; anti-bullying; student attendance; uniform requirements; College discipline code; management of abuse, injury and neglect; family relationships and social networks; complaints and disputes and a range of programs are available to the students such as Breathe Easy, Social Integration and So Safe. A Personalised Planning (PP) process is carried out for each student in collaboration with parents.

COLLEGE MANAGEMENT

The efficient daily operation of the College is managed by the Head of Administration utilising Edval timetabling software together with Sentral, the School Management software. Staff can access their timetables through both Edval and Sentral as well as printed and published copies available on the College intranet. Students are issued a printed copy at the commencement of each term. The Head of Administration manages and organises staff absences; annual transition; College excursions and incursions and organisational support for daily and annual College events; College visitors; management and coordination of meetings and professional development days.

Staff are able to use both Edval and Sentral to plan activities in advance and view activities already planned. They are able to change or book additional rooms as well as book College vehicles for excursions. This offers greater efficiency, integration and improved communication for College staff.

PARENT GROUP

The St Edmund's Parent Group continued to meet each term with its main purpose of providing parents with the opportunity to listen to each other, share challenges, learn from others' experiences and come together as a community. Guest speakers presented on 'Preparing for an NDIS Review', 'Cybersafety', assistance with the home via Homecare Heroes and former parents spoke of what their children are doing post school – their successes and challenges. This was the most attended parent group meeting, indicating this is the area of high interest for many parents. Parents also had the opportunity to come together as families at the Family Picnic day and through social gatherings at Woolworths Cooking Night and the Dads' Camping trip. Parents also supported the College through fundraising events for Eddie's Big Night Out and the Estee Lauder Shopping night.

COLLEGE DETERMINED IMPROVEMENT TARGETS

St Edmund's College continued to make steady progress in the implementation of the ERSSES Strategic Plan 2017 – 2020 and school improvement targets. Notable achievements included:

St Edmund's College

1. Completion of Master Plan

The 10-year Master Plan for the College was completed with input from all stakeholders.

2. NESA Accreditation and Registration

St Edmund's College was granted approval for registration and accreditation from the New South Wales Education Standards Authority (NESA) for the next 5 years 2019 – 2023.

3. Sacramental Program

Sacramental program was offered to students and their siblings in partnership with Our Holy Name Parish.

4. Development of Marketing & Communication Strategy

The Marketing Sub Committee of the Board developed a communication and marketing strategy for St Edmund's College and identified a range of initiatives to further increase the profile of the College community. This included review and upgrading of the College website and review and enhancement of the St Edmund's College crest and materials.

5. Vocational Education

Students commenced vocational educational training in the area of Food & Hospitality in our newly constructed commercial kitchen.

6. NESA Endorsed Courses

Approval was given to deliver NESA endorsed courses in the areas of School Wide Positive Behaviour Enhancing Communication in the Classroom, Differentiating Differently for Disability and Professional and Legislative Requirements at the College.

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Goals for 2019

1. Establish an annual year level retreat program for all students at St Edmund's College.
2. Develop a College based formation program to be incorporated into the College meeting schedule.
3. Develop external links to support social justice initiatives.
4. Implement, review and continue to develop staff professional review and mentoring processes.
5. Obtain staff feedback on the Liberate model and analyse the effectiveness of this whole school teaching and learning framework.
6. Develop a two-year IT plan for the ICT provision across the College.
7. Develop and initiate a wellbeing program to support staff in their roles and responsibilities.



PARENT, STUDENT AND TEACHER SATISFACTION

Evaluation and review are part of the College's practice in working for continued improvement. Ongoing staff review and input through a range of school forums is used to critically evaluate strategic goals and contribute to the setting of future directions. These have provided valuable insights into areas for future growth relating to school culture, accountability and leadership structures. Parent input is sought for a range of purposes, including the Parent Group and other opportunities provided in relation to learning and teaching and general college developments. Various student forums in 2018 revealed high levels of satisfaction with educational programs, facilities and the general culture of the College. Areas of strength included: the quality and commitment of teachers and the positive relationships between students and teachers; the opportunities provided by the College; and the facilities available.

Parents are intimately involved in their child's learning and are valued partners in their child's education. A team approach is adopted throughout the College with scheduled bi-annual meetings with families and semester Reports to identify each student's achievements and to set learning goals for the following semester. Parents seek many opportunities to be involved in the College across educational, social and fundraising initiatives. The College's annual parent information evening, known as 'Eddie's Big Night In' is always well attended across all year levels. This year, 84% of families attended. From our parent survey undertaken in December 2018, parents indicated they are satisfied with their experience of the College at 98.5% satisfaction rate (n =67 responses).

The College has extremely high staff retention rates. Changes in staffing from 2017 to 2018 related to 1 teacher retiring and 2 teachers requiring flexible working arrangements due to their young children. The College also employed a part-time Occupational Therapist. The average attendance rate for teachers is 99% in 2018 indicating a very high level of teacher satisfaction. This attendance rate has been calculated including personal leave, carer's leave and sick leave. Long service leave has not been included in the calculations. All staff have access to the Principal and Coordinator of Pastoral Care and have access to counselling paid for by the College should the need arise. The College works with the Catholic Commission for Employment Relations on addressing staff issues. Relationships between the Teachers' union and the School and Edmund Rice Education Australia are positive.

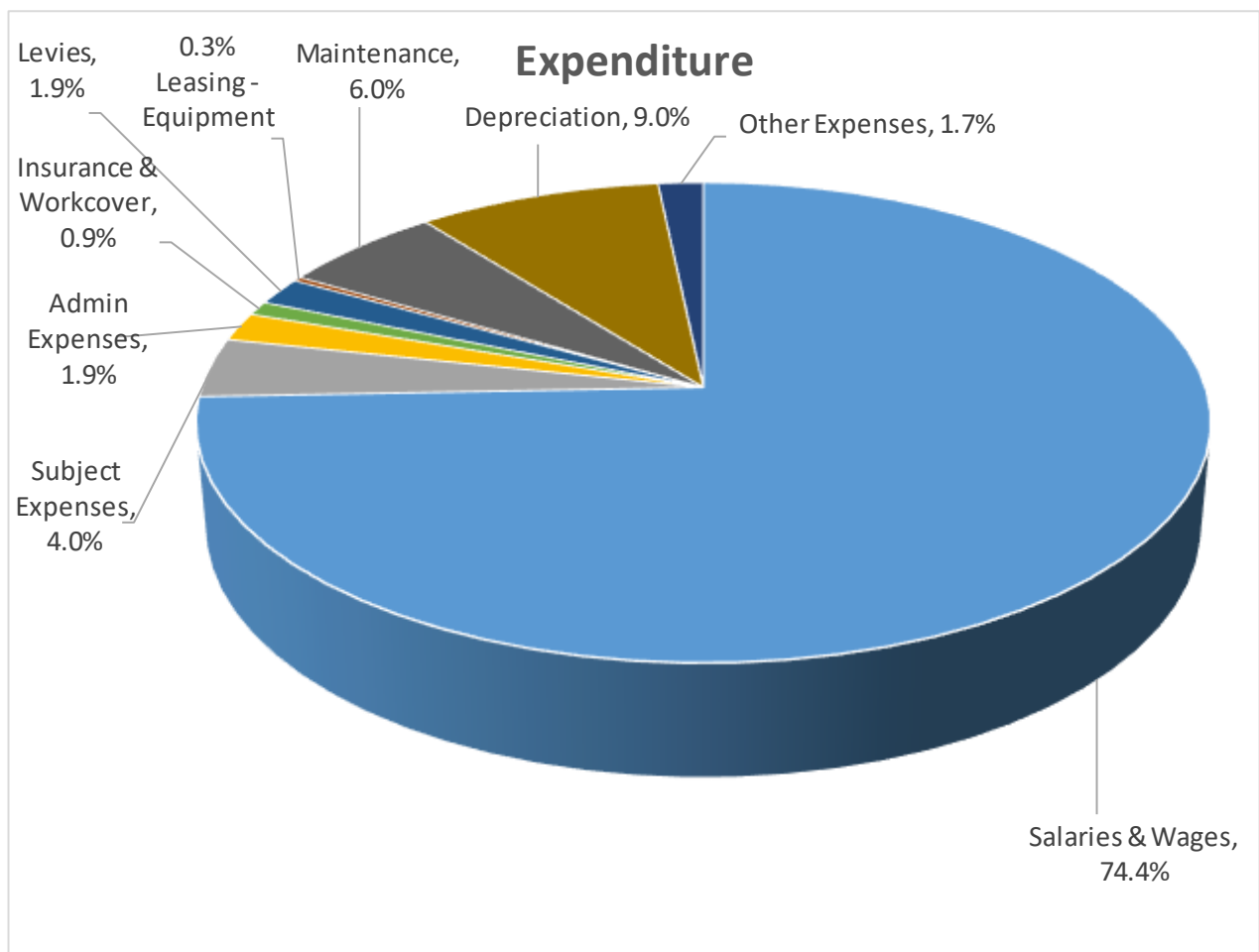
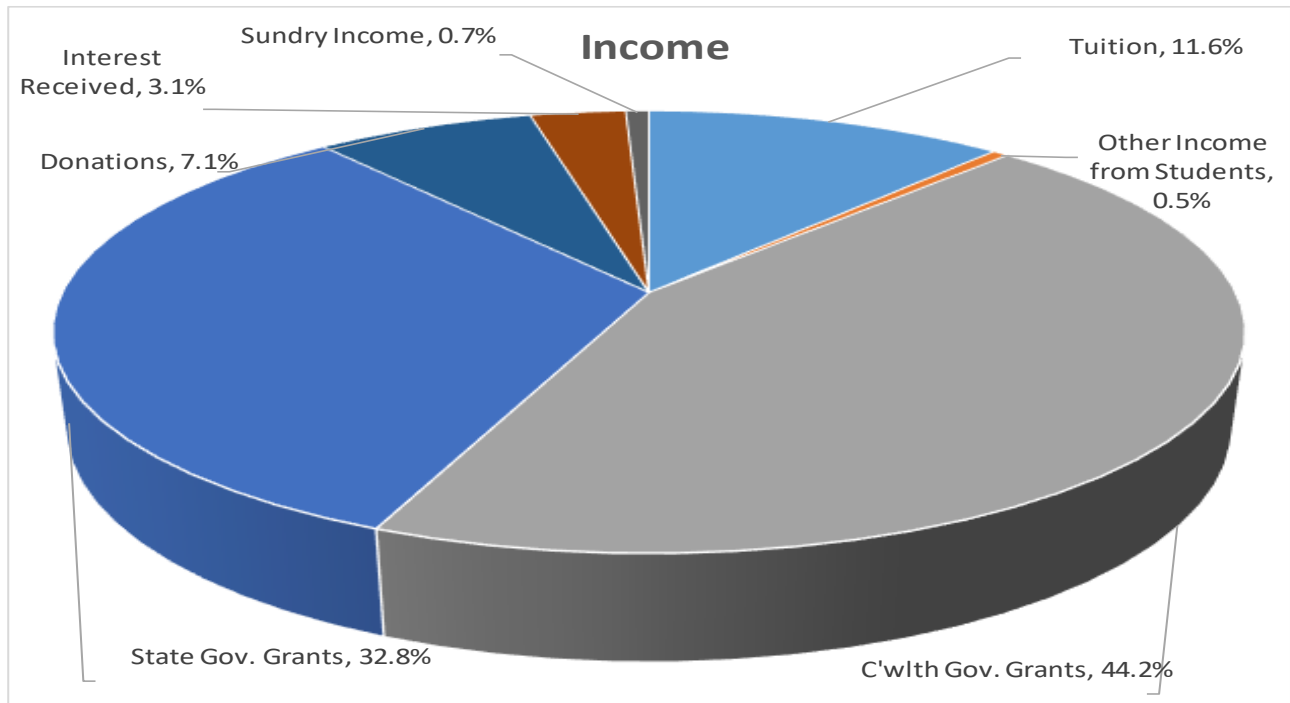


POST SCHOOL DESTINATIONS

St Edmund's students all qualify for Post School Programs in either Community Participation or Transition to Work. Generally all students take up the option of Post School Programs unless paid work is an option. In 2018, 100% of graduates undertook Post School Programs. With the introduction of the National Disability Insurance Scheme (NDIS) in recent years, the process and eligibility for accessing Post School Programs has changed. Information on the programs that graduating students now access under NDIS is not available to schools.

SUMMARY FINANCIAL INFORMATION

2018 School Year - Statement of Comprehensive Income & Expenditure



Total Income

77% of the school's income came from the Commonwealth and State Government. Tuition together with support from the wider community makes up the remainder of the school's income. As a Special School, St Edmund's is highly reliant on the wider community for supporting the purchase and upgrade of resources and facilities. Several fundraising events occurred together with donations bringing in 7% of income.

Recurrent Expenditure

The major recurrent expenditure was salaries and associated employment costs as the teacher/student ratio was 1:7. Labour award increases were 2.5% in 2018.

Capital Expenditure

The College has secured a Commonwealth Block grant to support the replacement of a 1960's dormitory with a building which will meet the changing needs of teaching and learning. Large open plan style classrooms will form part of the design. Work has been on-going during 2018 to finalise plans in readiness for submission to Council in 2019. The major capital expenditure for 2018 has been the purchase of two 14 seater vans which will transport the students. The School continues to upgrade technology with the 1:1 iPad program and the upgrade of current facilities to meet the ever-changing needs of the students. The funding of these items has come from the broader community through donations and fundraising.



POLICY 05.04.00-E Enrolment

Philosophy and Rationale

St Edmund's College (The School) is a school in the Edmund Rice tradition administered by the Christian Brothers through Edmund Rice Education Australia (EREA) – a National Governance Body for all Christian Brothers Schools across Australia. In NSW St Edmund's is administered by the Edmund Rice Special Education Services (ERSES) Board.

While other faith traditions are respected Catholic beliefs and teachings underpin all facets of school life, directions and management.

The School supports the provision of a full range of educational placements for students with disabilities. Within the continuum of Catholic Education, the School offers students with disabilities the opportunity to gain an education within a specialist setting which adheres to the principles of best mainstream and special educational practice.

The School acknowledges, advocates and supports the principle of inclusion for those with disabilities at both a school and community level in keeping with the Disability Discrimination Act and Standards 2005.

Current, evidenced based research of best practice in relation to special education and individual student needs influence the development of school curriculum and programs.

The School affirms and actively promotes the view that the education of the whole student is paramount, and is best achieved through a partnership between the School and the family.

Policy

The School is a special school for primary and secondary aged students, with disabilities including a mild or moderate intellectual disability for whom mainstream education is problematic. The School offers a segregated program aligned with a traditional mainstream structure and NSW Education Standards Authority (NESA) Curriculum at a life skills level through to the HSC. Programs are implemented through the Personalised Planning (PP) process. Access to community and work underpin all programs. Enrolment priority is given to those assessed by a qualified professional as having an intellectual disability and sensory impairment.

Criteria for Enrolment:

Students will be eligible for the School if they meet the following criteria:

- Baptised Catholic children of regularly worshipping Catholic families with strong demonstrable links to the local parish or parishes.
- Siblings of children already attending the School whose families have demonstrated ongoing support for the ethos and values of the Catholic Church.
- Children of regularly worshipping Orthodox families who have strong demonstrable links to their faith community and who are prepared to support the ethos and values of the Catholic Church.
- Children of regularly worshipping families from other Christian denominations who have strong demonstrable links to their faith community and who are prepared to support the ethos and values of the Catholic Church.
- Children of Orthodox families who are prepared to support the ethos and values of the Catholic Church.
- Children of families from other Christian denominations who are prepared to support the ethos and values of the Catholic Church.
- Children of families from other faith traditions or non-religious backgrounds who are prepared to support the ethos and values of the Catholic Church.

- Student has been recently assessed by a qualified professional as having a mild to moderate intellectual disability through an individual assessment consistent with eligibility criteria under current government funding guidelines.
- Student presents no serious threat of risk or harm to other students or staff.
- Student exhibits no behaviours that significantly interfere with, or compromise teaching and learning practices in the classroom or social integration in the playground.
- The student has/will have completed a primary education and seeking placement for years 7-12 (stages 4, 5 and 6), in a secondary school setting.
- Student is able to toilet him/herself without individual assistance on a regular basis, and
- Student has sufficient communication skills to communicate with other students and staff in the classroom or playground.

Immunisation

It is a NSW Department of Health requirement to provide an Immunisation Certificate when enrolling into a secondary school, where a record of each child's immunisation status will be recorded. Copies of approved Immunisation Certificates will be retained for a minimum of three (3) years after the child has ceased to attend the School

Disclosure

Planning and provision for the educational and wellbeing needs of the student is dependent on full and frank disclosure both at the point of enrolment and throughout the course of a student's education.

No responsibility can be taken by the School for meeting students' needs when all information is not supplied by parents.

When applying for, and throughout the course of enrolment, parents/caregivers are required to disclose all relevant information related to their child's disability and additional needs. Failure to disclose at the point of enrolment, or during the course of enrolment, may result in revocation of the offer of enrolment.

Parents/caregivers are required to disclose and regularly update all relevant information related to their child's disability and additional needs.

Termination of Enrolment

The Principal may recommend termination of enrolment by giving one week's written notice to a parent / advocate.

Date of Next Review	September 2021
Approval Authority	College Principal
Related Policies, Procedures, Guidelines	Disability Discrimination Act and Standards 2005 Education Act 1990 (NSW) 05.04.01-G/E – Enrolment Procedure 05.04.04a-G/E – Application for Enrolment 05.04.04b-G/E – Enrolment – student observation check list 05.04.04c-GE – NSW Immunisation Schedule 05.04.04d-GE – Immunisation History Statement 05.04.04e-GE – Immunisation Exemption Form 05.04.04f-GE – Immunisation Letter to Parents 05.18.02-G/E – Standard Collection Notice Statement